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This study was designed to learn what is now being done or planned by institutions of higher education to orient school administrators to the field of educational public information in both preservice and inservice programs. A corollary goal was to identify institutions that prepare specialists in educational public information. Information for the study was obtained from questionnaire responses by 97 deans of education and journalism representing 86 institutions. It was found that most preparatory programs in educational public information are not jointly sponsored by schools of education and schools of journalism. To remedy this situation and to establish public information as a field of graduate study, five recommendations are made: (1) A national conference of selected leaders and experts in different aspects of public information should be held. (2) selected institutions should be encouraged to develop relevant pilot programs. (3) financial support of such programs should be encouraged. (4) educational public information should become a career field for specialists in various aspects of communication, and (5) programs for research should be encouraged. (HW)

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Only 60 out of the 131 institutions that prepare superintendents of schools make some effort to acquaint them with the field of public information. And in these institutions educators usually learn about public information from other educators, not from specialists in communication.

Cooperation between schools of education and schools of journalism exists in only five of the 60.

Eight of the 18 schools conducting research receive no financial support for it apart from the regular institutional budget.

Only seven institutions prepare educational public information officers.

The importance of maintaining close communication between schools and the public is incontestable in a democratic nation. But this study shows that institutions of higher learning now do little to train professionals in any field to take responsibility for public communication about education.

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**U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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**A national survey of graduate school programs in the field of
educational public information conducted for Project Public
Information**

Madison, Wisconsin, November 1967



**Project Public Information
126 Langdon Street
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**Edited by
Dean W. O'Brien and Richard G. Gray**

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Foreword

"Tell it like it is."

This increasingly insistent demand for honesty in public and private life today was a guiding principle in the career of Lindley J. Stiles long before the expression came into vogue.

To some, Dr. Stiles' regular appearances on disc jockey programs in recent years, to discuss the burning issues of education, have seemed out-of-character for a distinguished university dean. But they are not out-of-character for Dr. Stiles. They are only a recent indication of his determination to rekindle the democratic dialogue between schools and the society.

This study is yet another indication of his commitment to the development of honest exchanges between educators and their publics. The findings confirm the suspicion that graduate schools around the nation are generally in arrears on their responsibility for preparing professionals capable of generating candid, two-way communication about education.

Before this study was made, there was no systematic information on the state of graduate training in educational public information. But the value of this study lies not only in the data brought together here for the first time. It also lies in the interpretations of the data made possible by Dr. Stiles' commitment and long experience.

Dr. Stiles began his career with 10 years as a teacher and administrator in the public schools of Colorado. After 17 years as the distinguished and controversial dean of education at the Universities of Virginia and Wisconsin, he came to his present post as professor of education for interdisciplinary studies at Northwestern University.

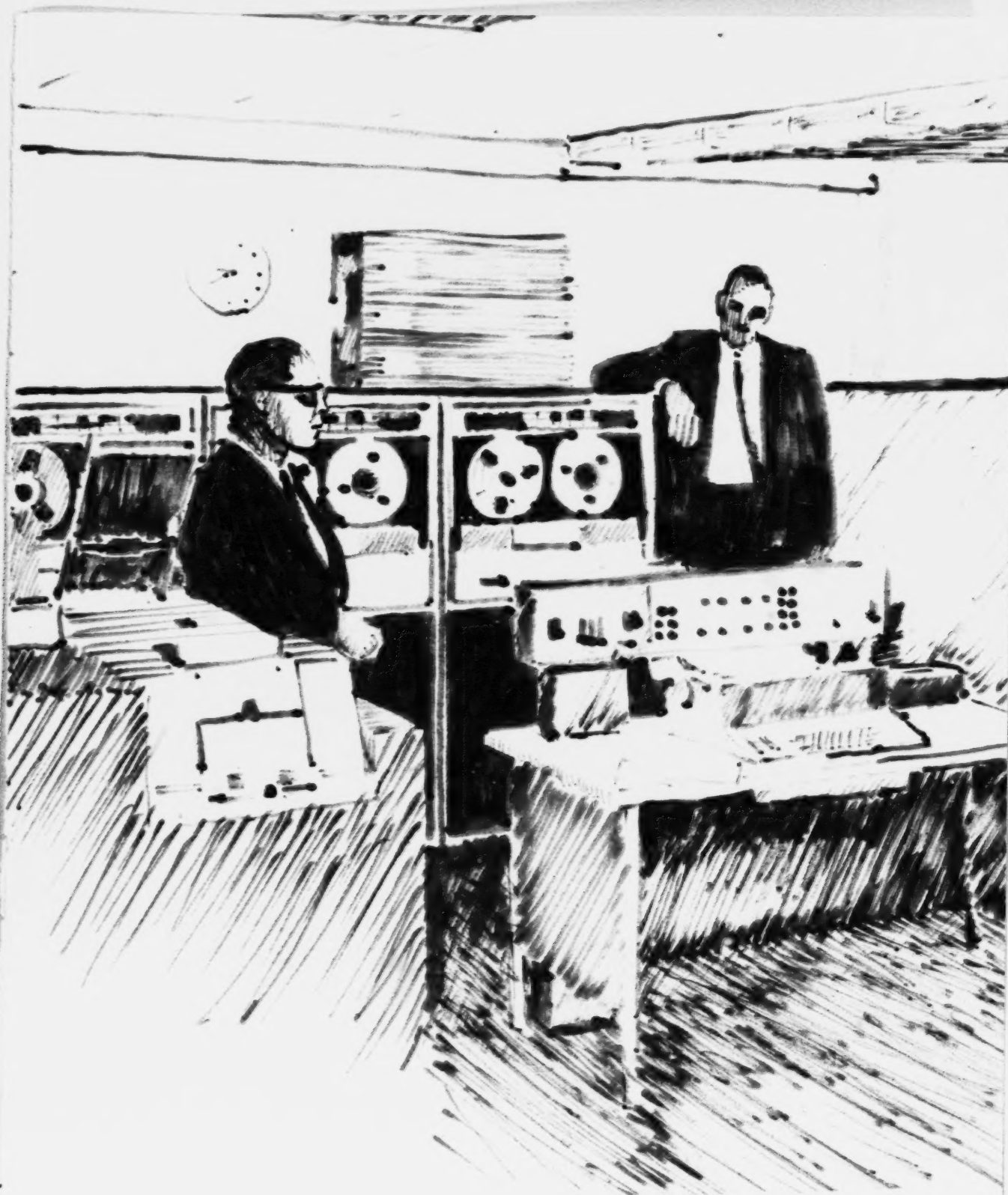
Dean O'Brien

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"Deficits in research and resources reflect the low priority this area is accorded by schools of education and journalism."

Purposes and Procedures

The demand for information about education is increasing dramatically. War and cancer are the only subjects that claim greater public interest today.

This concern about the schools stems from a growing awareness that education is indispensable if society and its individual members are to survive in a fiercely competitive world. With life and progress virtually dependent upon learning, the public's appetite for information about schools will become almost insatiable.

Accustomed to progress and efficiency in other fields, people want to know how well their schools are keeping abreast of the times. This interest is fed by an anxiety that education, despite all efforts, may be falling behind.

Other factors stimulating a demand for information about educational operations are the social conflicts that focus on schools—racial integration, state-federal competition, church-state independence, crime and delinquency, poverty and employment, freedom of expression, war and peace, the continuing controversies over financial support. Concerned citizens want to know how well schools are fulfilling their responsibilities to all young people, both deprived and favored.

These and other issues make news about education almost compulsory reading. Schools mirror the life and problems of the times so closely that education's business belongs to all, and everybody wants to know about it.

Sheer magnitude constitutes a factor today in both the hunger for information about schools and the difficulty of satisfying that hunger. The extension of educational benefits to increasing ranges of students has multiplied the numbers of people who feel identified with school services. At the same time, the growth of large and complex educational organizations has produced a type of centralized management

"As bureaucracy closes avenues of communication, the demand for information about schools increases."

that tends to reduce the flow of information to the people and inhibit the democratic involvement of citizens in considering critical public matters. As bureaucracy closes avenues of communication, the demand for information about schools increases. Frustration prevails among educational administrators as well as the public.

Many educational administrators are immobilized. Trained to think of education as a professional operation, they search for ways to reduce public curiosity. Some characterize all efforts to inform the public as "Madison Avenue high pressure tactics." Their tendency is to argue that the best public relations officers are the children, content to the extent they report nothing negative about the schools. Other administrators are so sensitive to the dangers of misinterpretation that they subconsciously adopt the doctrine of "no news is good news."

The educational administrator's responsibility for handling public information is, nevertheless, unavoidable. Experience indicates that maintaining good relations with the public is one of the most delicate and difficult problems confronted by superintendents of schools. A state commissioner of education has observed that, in taking over a superintendency, the administrator faces two immediate tasks: giving a speech and solving some thorny public information problems. "And the administrator is not trained for either task."

More leadership failures are reputed to be caused by poor public relations, by breaches of understanding between schools and their publics, than by any other single factor. Yet many practicing administrators report that they received little preparation in this area. Some suggest that the training they did obtain was ineffective.

A consequence of leadership failure is that educational programs are undermined. Ultimately, as is always the case,

students as well as society itself become the losers.

Do-it-yourself efforts to meet public information responsibilities commonly leave school administrators helplessly overwhelmed in a field that requires highly specialized technical competence. Another shortcoming of do-it-yourself preparation for an expert field was pointed up by the law dean who told an aspiring lawyer, "You can qualify for the profession by reading the law books, but some day the legislature may meet and repeal all that you know."

The few administrators who recognize the importance of sound public information programs and look for professional help find little available.

The field of educational public information is one of high demand and even higher deficits. Institutions of higher learning that prepare professional personnel for educational work have not yet recognized the need for specialized preparation in this field. Consequently, schools and commercial communications media must endeavor to meet the demand with untrained personnel.

To make matters worse, professional careers in educational public information have not held popular appeal. Assignments of this type all too often have gone to the neophyte, the social reporter, or the less aggressive newsman. Only in recent years have press, radio, and television news executives realized the importance of education as top news and a subject for editorial analysis. As they slowly recognize the news value of education, media executives are discovering along with educational administrators that specialized personnel are not being prepared to provide the professional services needed.

To improve the quality and effectiveness of educational public information, the United States Office of Education has established Project Public Information—a nationwide program of research, demonstration, service, and training. The State Department of Public Instruction in Wisconsin is the contracting agent for the project. Among the activities initiated by the project staff and board of directors during the first year, 1966, was this survey of emphases in colleges and universities that prepare personnel for educational leadership and conduct research on problems in the field.

"A foremost object is to achieve a precise match between what is happening and what the public thinks is happening."

Public information, as employed throughout this report, encompasses what is often called educational public relations. Yet this concept has come to hold meanings too limited to describe the processes under consideration. The broader term, educational public information, is intended to suggest a planned and systematic two-way process of communication between educational officials and the public.

The emphasis must be on honest assessments and interpretations. Whatever the educational program or agency may be, a foremost object is to achieve a precise match between what is actually happening and what the public thinks is happening. Equally important is the companion process of feeding back public concerns and attitudes, including those of various minority groups, to the educational establishment.

To assure high quality schools as well as relevant instructional services for individual students, the open exchange of information about education is a necessity.

This study was designed to learn what is now being done or planned by institutions of higher learning to orient school administrators to the field of educational public information — in both pre-service and in-service programs. Attitudes and understandings that superintendents of schools develop before or during the course of their leadership seem to have significant influence on the quality of educational public information.

A corollary goal of this study is to identify institutions that prepare specialists in educational public information to serve schools and the communications media. There is a serious need for experts who are knowledgeable about education, skilled in communication technology, and committed to careers in this field. Preparation for professional assignments in educational public information is seen as a specialization that extends beyond the training of the generalist in

newspaper, radio, or television reporting. It is more analogous to the preparation of public relations experts for highly technical research, business, and industrial operations.

This study is considered a first phase of longer range efforts. Other phases may well involve the designing and test-



ing of model programs to prepare leadership in educational public information. The relative roles and responsibilities of school administrators and professional information officers also will require definition. The most promising sources of personnel for specialized training in this field will need to be identified. The projection of procedures to assist practitioners in this field represents another anticipated phase. The development of research and evaluation procedures is conceived as a continuing emphasis.

Two operational assumptions determined the scope and focus of this study: (1) Any existing program of preparation in the field of educational public information will be spon-

"Spokesmen for 131 colleges and universities were asked what they do to prepare leaders in educational public information."

sored by a school of education, a school of journalism, or by both, probably in cooperation. (2) Institutions that offer at least two years of graduate preparation for educational administration and those that maintain departments or schools of journalism are the ones most likely to be involved and effective. Institutions were chosen for the survey on the basis of these two assumptions.

It was further assumed that insight into the importance placed on this field by school superintendents and the institutions that prepare them would be provided by the knowledge of whether schools of education draw upon the expert resources of schools of journalism or make orientation to this field largely the responsibility of generalists in educational administration. That is, a high priority for preparation in public information theory, organization, and tactics probably would be indicated by interdisciplinary cooperation between schools of education and schools of journalism. Priorities would also be indicated by established programs, specialized courses, and emphasis within general courses.

Similarly, it was believed that strong commitments would be demonstrated by the allocation of resources — faculty assignments as well as research involvements, student assistance, and instructional supplies and equipment. Relationships maintained with field agencies and faculty plans and attitudes were seen as additional barometers of institutional leadership. Of interest, too, were the attitudes of deans of education and journalism toward expanding resources and programs in this area.

Spokesmen for 131 colleges and universities were asked to provide information about their interests and involvement in preparing leaders and conducting research in the field of educational public information. Of these, 108 offer doctoral degrees in education. The remaining 23 were contacted because they either offer two years of graduate study in educa-

tional administration or are located in a state not otherwise represented.

Each state is represented by at least one institution. To indicate the coverage, New York has ten schools included, Ohio, eight. California, Illinois, and Indiana each has six.

Eighty-six of the institutions queried are public. The remaining 45 are classified as non-public. And all but 13 of the institutions are universities. Nine of these 13 are state-supported.

A questionnaire, inviting short responses to 14 items, was prepared and submitted to the director of Project Public Information for approval. It was subsequently revised in accordance with suggestions received. (See Appendix A.) Two copies of the inventory were sent to the dean of the school of education in each of the selected institutions with the request that one be referred to the dean of the school of journalism. The intent was to avoid parallel inquiries that might cause confusion or lead to uncoordinated replies. If no program in journalism existed, the dean of education was asked to respond for the institution.

After a six-week interval, a double postcard follow-up was sent to all institutions that had not yet returned the questionnaires. The intent was to make certain that no institution that provided an emphasis on educational public information was excluded. This second contact permitted a simple checking to determine whether the questionnaires had been received and, if received, to ascertain whether the questionnaires had been ignored because the institutions offered no such program. Instructions made clear that failure to return the attached card would be interpreted as non-involvement and non-interest. As a final effort, telegrams were sent to a number of deans of education from whom no replies had been received but whose institutions were in states not represented in the sample. Thus, allowing for the possibility that one or two institutions actually providing some emphasis in this field might have failed to cooperate, the returns are believed to reflect a complete picture of the existing situation.

Responses — completed questionnaires, postcard replies, or letters — were obtained from 97 deans of education and

journalism who represented 86 of the 131 institutions (two-thirds) with which contact was made, as shown in Table I. For 63 colleges and universities, the dean of the school of education provided the information. For 12, the reply came only from the dean of journalism. For 11 institutions, the deans of both education and journalism provided the information.

The responding institutions represented 41 states and the District of Columbia. They came from 60 public and 26 non-public colleges and universities. In all, 60 institutions were represented by completed questionnaires. Postcards and letters received from 26 others indicate that no programs exist in this field; most of these report no programs in journalism, either.

A by-product of the study was the interest stimulated in institutions where there is no present emphasis in this field or where there is a realization that present efforts are inadequate. One dean of a state university wrote, "You have given us some encouragement to examine this aspect of the school administrator's background." Another commented, "This whole subject has much higher merit than my negative comments (on the questionnaire) would indicate." Others expressed the hope that they could expand offerings in this area. Such indications of increased interest both attest to the need for leadership in this area and predict a favorable response to the kind of leadership Project Public Information is providing.

As may be inferred from the fact that only institutions offering advanced graduate work in educational administration were included, the responding colleges and universities represent the larger ones in the country. Forty-seven schools reported a total enrollment of 5,820 advanced graduate students in educational administration. Of these, 3,336 were enrolled in two-year graduate programs, while 2,484 were candidates for the doctor's degree. Undoubtedly, many of the latter were part-time students pursuing degrees or certificates while practicing educational administration. They should therefore be the ones most in need of help with educational public information. These figures suggest the size of the clientele that might be influenced by programs of preparation in the responding institutions.

Table I
Institutions Reporting Some
Emphasis on Educational Public
Information

Type of Institution	Public	Non-public	Totals
Number Queried	86	45	131
Number Responding	60	26	86
Number Reporting Some Emphasis	46	14	60
Emphasis in Education *	37	11	48
Emphasis in Journalism *	18	5	23

* In 11 institutions, emphasis is in both education and journalism.



"The courses are not offered by communication professors but by professors of education."

Facts and Figures

The assumption that programs of preparation in educational public information would be jointly sponsored by schools of education and schools of journalism was not supported by the data. While some cooperation exists in the form of encouraging enrollment in courses, only five universities — Missouri, Oregon, Stanford, Washington, and the University of California at Los Angeles — indicated that genuine interdisciplinary programs, jointly planned and sponsored, are in operation. Differences of opinion exist in four other institutions about the sponsorship of programs. Education spokesmen at Washington State University and the University of Wisconsin reported joint sponsorship, but deans of journalism claimed otherwise. At Indiana and Rutgers Universities, the opposite was true; journalism deans reported joint sponsorship but education deans disagreed. Apparently, cooperation in these institutions is casual.

Doctoral candidates in educational administration at Indiana University, for example, may take minors in journalism. For a number of years the School of Education at the University of Wisconsin has provided internships in educational journalism involving work in both schools. At the University of Iowa, although interest and efforts in the field of educational public information are reported to be less than great, there is cooperation between education and journalism to mount "a more sophisticated emphasis in the broad area of communication processes." The School of Education of Colorado State College is presently developing a graduate program for school district public information directors that will involve cooperation with its School of Journalism. Students majoring in educational administration at the University of Missouri, Kansas City, are encouraged to take communication courses offered in the School of Business and Public Administration and in the Department of Sociology.

The Rutgers School of Journalism and Graduate School of Education have, for a number of years, participated through faculty representation in a program of the New Jersey School Boards Publication Association to improve educational public information programs. Despite these encouraging examples of cooperation, the general rule is that public information work is planned and sponsored solely by schools of education. Interdisciplinary cooperation is not yet an established policy in the field.

A factor in the low level of cooperation between education and journalism, no doubt, is the failure to see educational public information as a field of specialization. In only six institutions (Table II) may a graduate student in educational administration take a major or minor in educational public information. In the University of California at Los Angeles and Indiana University, such major or minor programs are reported by both education and journalism. Illinois, Washington State, and Wisconsin indicate their schools of education to be the sponsoring agent. The University of Southern California places the program in the School of Journalism. Indications are that the number of school administration students electing some specialization in educational public information is not high.

Seven institutions report major and minor programs to prepare specialists in educational public information. Indiana and Washington State Universities indicate an involvement of both the school of education and the school of journalism. Central Michigan University, the New Jersey State College at Glassboro (a new program), and the University of Southern California report programs in their schools of journalism. At the University of Wisconsin and Temple University, such programs are reported only by respondents for the schools of education. Some institutions help students become specialized in this field through individualized programs, even though established major or minor patterns do not exist. This is an approach supported by Dr. Fred Raubinger of the School of Education, University of Illinois. As proof of what can be achieved through this type of flexibility, he cites a prize student, Dr. Stanley Elam, well-known editor of the *Phi Delta Kappan*.

Indications are that each of these institutions prepares only one or two candidates each year. Best estimates are that no more than 20 to 30 specialists in educational public information have been produced in the past five-year period. These have tended to find employment in institutions of higher learning where job opportunities are greater and career patterns more clearly defined.

A question not thoroughly examined in this study, but one that requires attention, concerns the source of candidates to prepare for specialized work in educational public information. The choice is to recruit persons already prepared in education to undertake preparation in journalism or to reverse the process. Dr. Charles L. Willis, head of the Department of Educational Administration at Florida State University, offered a view pertinent to this point in a letter accompanying his questionnaire:

Corporate organizations, universities, and many governmental agencies long have recognized the need to employ professional communicators to meet this important responsibility. Effective public relations requires individuals uniquely talented and prepared in the art of communications. I believe such individuals will come largely from the ranks of professional journalists whose preparation has included concepts in sociology and psychology as well as in technical aspects of their trade.

It may be that some classroom teachers (or administrators) have, or can develop, the skills needed. Excellent! However, I believe the potential for identifying a journalist and making him a related member of the professional education team is greater than locating teachers and administrators who have or can acquire necessary skills in public relations.

"Best estimates are that no more than 20 to 30 specialists in educational public information have been produced in the past five years."

Table II**Preparation Offered in Educational
Public Information**

Institutional Agency	Schools of Education	Schools of Journalism	Education & Journalism	Totals
Major or Minor Programs				
School Administrators	1	3	2	6
Specialists	1	3	3	7
Number of Related Courses	38	71	0	109
Number of Units in General Courses	95	8	0	103
Lectures	23	6	5	34
Conferences	7	5	5	17

"The courses are not offered by communication professors but by professors of education."

The question of how to prepare for specialized work is another consideration. Most schools of journalism, apparently, consider a major or minor in their general courses sufficient for any kind of specialized application. This type of "shotgun approach" leads a number of deans of schools of journalism to take the attitude that all is well — the courses are offered; however the student decides to use his training is his business. Nor do schools of education report special efforts to provide appropriate preparation for journalism students who are seeking to adapt their backgrounds in communications to educational public information specializations. If anything, the prevailing attitude in both journalism and education is anti-specialization.

Nevertheless, trends toward specialization may be developing in the field of journalism. The Northwestern University Urban Journalism Program is one example. Supported by the Ford Foundation, this program is an effort to help practicing journalists function more effectively in the urban setting. Key emphases in the program call for preparation in such specialized areas as education, urban planning, housing, transportation, health, and family life. Scholarships are provided to recruit candidates for training, and specialists in the various areas of emphasis are used to help guide the work. Such models offer the hope that other types of specialization, such as educational public information, may also gain support.

With respect to the program of courses offered, 16 schools of journalism reported that they offer a total of 71 courses, while 31 schools of education provide 38 courses dealing with public information (Table II). It is important to note that the courses dealing directly with the particular problems of school public information are not offered by

communication professors but by professors of education. Forty-seven different titles for the 71 courses offered by schools of journalism fall into the following categories of content:

Categories	Number of Courses Offered
Publicity and Public Relations	34
Communication Techniques	17
Press and Society	7
Study of Journalism	6
Problems and Research	4
High School Journalism	3

Courses offered by schools of education appear to duplicate those offered in journalism. The major reason, no doubt, lies in the fact that many institutions do not provide programs in journalism. The titles reported suggest the following categories of emphases in schools of education:

Categories	Number of Courses Offered
Public Relations	26
Administration of Programs	6
Problems and Practice	4
Techniques	2

Only Stanford University reported the use of courses in speech to prepare educational administrators for oral communication with the public. Two courses, one in exposition and the other in persuasion, are used for this purpose. In view of the amount of public speaking superintendents do and inasmuch as this is an activity that cannot be delegated to a specialist, it is surprising that more is not done to help administrators develop speaking effectiveness.

Four-fifths of the graduate students in educational administration (4,796 out of 5,820) in the 47 schools of education reporting enrollment figures have no opportunity to take either a major or minor in the area of public information. About one-fifth do not even have the opportunity to elect a single course in this area, in either education or journalism.

Most of the orientation of educational administrators in the field of public information comes through general courses in school administration, taught presumably by non-specialists in the area, although some schools report the use of experts in communications as consultants. Twenty-six of the 60 institutions reporting programs indicated that a total of 95

units on public information are incorporated in survey-type courses offered by the schools of education. In four other institutions, eight units are offered in general journalism courses. With 103 units offered in 32 institutions, the average offering is about three per program. Wide ranges of emphases exist, however. The University of Oregon, for example, reported 15 such units on public information in various school administration courses, while Ohio State University indicated that units of this type are incorporated in "all" the courses that students in school administration take. Eleven of 48 reporting schools of education offer neither units in general courses nor discrete courses that deal with public information. Four of these had 10 or fewer graduate students preparing for educational administration, but the other seven had enrollments in educational administration ranging from 24 to 175 students.

An example of a pioneer model of specialized help in educational public information for practicing educational administrators was developed by the University of Virginia in the early 1950's. During the summer sessions, administrators had the opportunity to enroll in a course in "Professional Speaking," taught by Dr. J. Jeffery Auer, chairman of the Speech Department. Emphasis in the course, which included practical experience, was on the kind of speaking that superintendents of schools have to do. A second course in "Professional Writing" was taught by Dr. Hollis Moore, then associate editor of the *Nation's Schools*. Here, too, the emphasis was on perfection of performance related to responsibilities for educational public information.

Fifty-five per cent of the institutions reporting emphases in this area schedule lectures on educational public information. In 23 institutions the sponsorship is by the school of education. In five, the schools of both education and journalism are involved. In the other six, the school of journalism is the host agency.

Only 17 institutions hold conferences for practicing administrators concerned with public information. Five of these have the joint participation of education and journalism, seven are organized by schools of education alone, and five are activities of schools of journalism.

"Deficits in research and resources reflect the low priority this area is accorded by schools of education and journalism."

Twenty-four of 60 reporting institutions (40 per cent) schedule courses and other activities related to educational public information during the academic year, in the summer session, and through extension resources. Such arrangements make the offerings available to practitioners in the field. In 10 schools, the emphasis is scheduled only during the academic year.

In-service as well as pre-service instructional programs, then, are scarce. Judgments of how serious the scarcity is will vary according to the individual interpreter's sense of proportion. But the fact remains that, given the escalating demand for educational public information, opportunities to prepare for the public information responsibility are inadequate.

The inadequacy is reflected not only in the small number of programs offered but also in the designation of instructional responsibility for those programs. Almost without exception, it is educators who teach educators about communication. Occasionally, communicators teach communicators about education. All too seldom do graduate students in one field learn about the other field from experts.

The adequacy of existing instructional programs is also suggested by the kinds and amounts of support for them. Data revealing the support commitment to educational public information are presented in the following pages.

Programs of professional preparation in universities typically have the support of research and various resources such as faculty personnel, student assistance, practitioners in the field, and library and laboratory equipment. An exception seems to be programs in educational public information. The deficits identified reflect the low priority this

area is accorded by schools of education and journalism. They document, too, the lack of awareness of the importance of public information programs among practicing administrators.

Twelve schools of education and six schools of journalism, located in 16 different institutions, had faculty members engaged in research on educational public information problems during the academic year, 1966-67 (Table III). In all, 33 professors were involved — 26 in schools of education and seven in schools of journalism. Research was under way in only 18 schools. Eight of these receive no research support apart from the regular institutional budget. In four schools of education, help came from state or federal sources; five had research grants from private agencies. One school of journalism (Northwestern University) reported support from federal funds.

Interest in research is not strong. Only 14 deans indicated that additional support for research on educational public information is needed. Some deans indicated that they did not know. The fact that only four of these responses came from schools in which no research was under way indicates that the study of ways to improve educational public information is not considered a high priority function in either schools of education or schools of journalism.

Respondents claimed that the equivalent of 32 full-time professors were conducting research, teaching, and service programs in educational public information throughout the nation during 1966-67 (Table IV). It should be noted, however, that this total includes 20 professors reported by two institutions — 10 each by Washington State University and University of Texas schools of journalism. And these claims totaling 20 professors are based on the assumption that all courses prepare the aspiring communicator for work in educational public information. The assumption may not be universally accepted.

No other school reported more than the equivalent of two full-time professors working in this field. Hence, the total of faculty time, in all probability, equals far less than the allocation of 20 full-time professors for the entire nation.

Table III**Research on Educational Public Information**

Institutional Agency	Schools of Education	Schools of Journalism	Totals
Research in Progress	12	6	18
Number of Faculty Involved	26	7	33
Sources of Support			
Institution's Funds	4	4	8
State or Federal	4	1	5
Private	5	0	5
Additional Support Needed	8	6	14

Table IV
Resources for Educational Public
Information Programs

Institutional Agency		Schools of Education	Schools of Journalism	Totals
Full-Time Equivalent Faculty		9	23	32
Student Assistance	F	3	3	6
	S	1	2	3
	RA	5	0	5
	I	5	2	7
Instructional Materials and Equipment	Ab.	0	1	1
	Ad.	15	10	25
	Min.	14	2	16
Student Interest	H	9	5	14
	Av.	13	7	20
	Low	10	2	12
Demand from Field		13	10	23

Code: F=Fellowships; S=Scholarships; RA=Research Assignments; I=Internships; Ab.=Abundant; Ad.=Adequate; Min.=Minimal; H=High; Av.=Average

Altogether, 15 per cent of the institutions surveyed have faculty members committing some time to research, teaching, or service in educational public information. Only one institution (University of Nebraska), however, was able or willing to indicate the budgetary commitment involved. A reason, no doubt, is the part-time nature of assignments in this field.

The amount of financial help for students is another indication of the priority given to a field. With respect to educational public relations, the assistance to students must be described as most meager. Only 15 schools provided any help for students who wish to study in this field. (See types in Table IV.) Six schools offered fellowships, seven schools provided internships, three schools gave scholarships, and five schools (all of education) made research assignments available to students interested in this area.

The University of Wisconsin internship program has been a good example of an opportunity to work in and learn about educational public information. Each year, two or three promising students in journalism have been given part-time appointments to the staff of the university news service while studying for advanced graduate degrees in journalism and education. Their work assignment involved covering the school of education beat. A related tutorial program conducted by the dean or another faculty member has provided background about education, as have selected courses in education in which candidates enroll. Parallel study in the school of journalism was planned to focus on the field of educational public information as well. The program has received financial support from the budgets of the school of education and the news service.

"Only one institution was able or willing to indicate the budgetary commitment involved."

"The virtual absence of student assistance programs is yet another indication of the low priority given to this field."

Of additional interest is the fact that only five schools indicated that the amount of student assistance in this area is sufficient. One of these satisfied schools, a school of education in a major university, indicated it wants to provide no additional student assistance, gives none now, offers no program of study of any type, conducts no research in educational public information, considers its offering adequate, and plans no changes; nor is it interested in cooperating with Project Public Information to improve the field. This extreme example of neglect in the field of educational public information reflects the type of apathy that exists in varying degrees throughout the country. The virtual absence of student assistance programs is yet another indication that schools of both education and journalism are giving low priority to emphases in this field.

A factor in the low priority given to programs and research in this field in institutions of higher learning is the amount of interest evidenced by the clientele served. (A prior factor, however, may be the effect that limited resources have on the interest level of "clients.")

Only 14 institutions reported student interest in educational public information to be high. Twenty others reported student interest to be about medium. Twelve schools reported student interest to be low.

The demand for in-service help from practicing educational administrators seems to be stronger than the interests of students in preparation. Twenty-four institutions reported that the school administrators in their regions seek help in the area of educational public information. The strongest interest is in consultant help and conferences, reported by 30

Table V
Future Plans Reported

Institutional Agency	Schools of Education	Schools of Journalism	Totals
Faculty Desires Improvement	33	19	52
Expansions Favored			
DP	2	3	5
SC	13	7	20
Emph. GC	16	3	19
L & C	14	8	22
Plans Underway			
DP	2	1	3
NC	6	3	9
L & U	6	3	9

Code: DP=Degree Programs; SC=Specialized Courses; Emph.GC=More Emphasis in General Courses; L & C=Lectures and Conferences; NC = New Courses; L & U=Lectures and Units in Established Courses

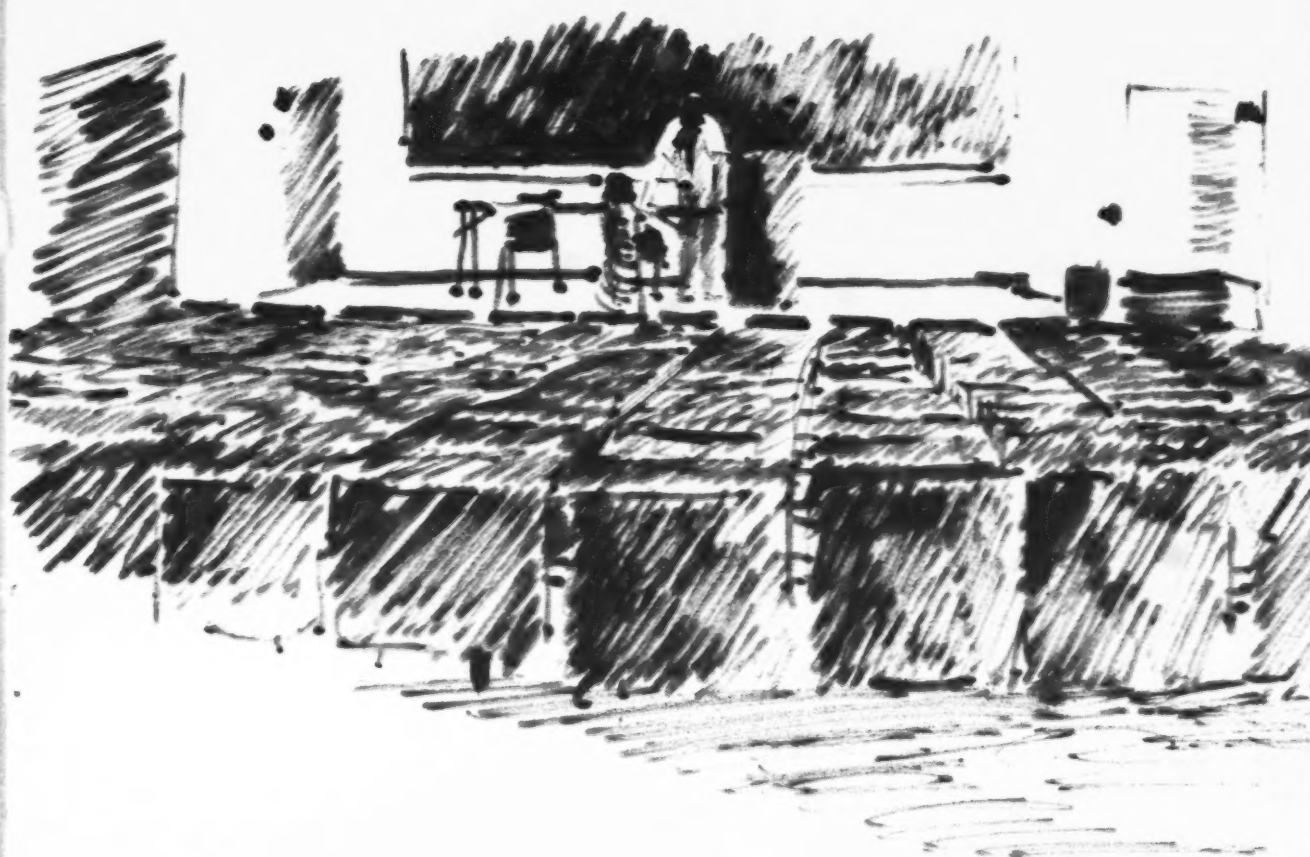
"Only one institution reported an abundance of instructional material and equipment."

The low level of emphasis and interest in educational public information is reflected in the relationships maintained by schools of education and journalism with field agencies. Twenty-one schools — 27 per cent of the responding schools of education and 35 per cent of the responding schools of journalism — report no contacts in this area with state departments of education, with practicing administrators, or with the press. The 15 schools of journalism that are involved with field groups are in contact with the press in 12 situations, with educational administrators in eight, and with state departments of public instruction in four.

When considered in terms of geographical relationships, in only 19 states is there cooperation between schools of education or journalism and state departments of public instruction in the area of educational public information. In 21 states and the District of Columbia, at least one school of education or journalism is in touch with members of the profession of educational administration. Schools maintain cooperative relationships with the press in 20 states. In only 17 states is there continuing contact by institutions with all three field groups.

With the low interest and emphasis in this field, one would expect the amount of instructional material and equipment available to be minimal. To some extent, responses confirmed this expectation. Only one institution, the School of Journalism at the University of New Mexico, reported an abundance of such resources. Ten journalism and 15 education schools claimed to have adequate resources. Sixteen schools indicated that instructional materials and equipment were in minimum supply.

The responding schools were asked to indicate whether faculty members felt that the emphasis given to educational public information programs for training administrators was sufficient. In 15 of the 48 schools of education (31 per cent), and in four of the 23 schools of journalism (17 per cent), the judgment was affirmative. In the other 52 responding



schools, the indication was that more needed to be done (Table V). Twenty-two schools favored offering more lectures and conferences to stimulate interest. Twenty schools indicated an interest in adding specialized courses. Sixteen schools of education and only three schools of journalism wanted more emphasis in general courses. Only three schools of journalism and two schools of education indicated an interest in providing degree programs.

While the interest in improving offerings in educational public information is encouraging, it should be noted that only a third (21 out of 60) of the schools that returned questionnaires reported specific preferences for expanding emphases. Schools of education favor present practices of meeting needs in this area with units in general courses in educational administration, taught by professors of education. Interest in providing degree programs for specialists in educational public information is low in schools of journalism and schools of education, despite the rapidly increasing demand for such personnel.

The respondents were asked to express their interest and to identify the types of participation preferred in future efforts by Project Public Information to strengthen the field of educational public information. Forty-eight schools in 26 states expressed interest in helping (Table VI):

- 37 of these indicated an interest in research.
- 37 wished to participate in regional conferences.
- 34 said they would sponsor summer institutes.
- 29 indicated they would like to prepare specialists in this area, presumably if outside support were available.
- 25 expressed interest in participation in pilot or field testing programs for educational administrators.

The present emphases and types of cooperation preferred by the schools of education and journalism are shown in Table VII. This summary offers a point of beginning for the expansion of efforts in this area. It should not be taken as an exclusive selection of institutions, however, since it lacks geographic representativeness and does not identify some institutions where interest should be encouraged.

"Deans of 48 schools expressed interest in participating with Project Public Information in efforts to improve."

Table VI**Interest in Cooperating with Project
Public Information**

Institutional Agency	Schools of Education	Schools of Journalism	Totals
Number Expressing Interest	30	18	48
Participation Desired			
Pilot Programs	18	7	25
Specialist Training	14	15	29
Research	22	15	37
Regional Conferences	24	13	37
Summer Institutes	21	13	34

Table VII

Emphases and Preferences of

	Major or Min.		Present Emphases	
	Ed. Ad.	Spec.	Offer Courses	Research
Schools of Education			3	
			1	
	■		4	■
			2	■
			2	■
				■
			3	
			1	
			1	
			.5	■
			1	■
			1	
			1	■
			1	
			1	
			1	
			4	■
		■		■
			3	■
			1	
			2	
	■	■	2	■
	■	■	5	
			3	
	●		3	
Schools of Journalism		●	11	
	●	●	1	
	●	●	3	●
		●	4	●
			9	
			4	
			2	●
			3	
			3	
	●	●	4	
			4	
		●		●
			4	●

Schools Interested in Cooperating

[illegible]



"The virtual absence of student assistance programs is yet another indication of the low priority given to this field."

Recommendations

The marked neglect among schools of education and schools of journalism in the field of educational public information, coupled with evidence of some desire to correct the neglect, calls for vigorous efforts to reinforce existing interest and motivate even wider interest. The challenge is multi-dimensional. Preparing institutions must be persuaded to give this field a higher priority in the allocation of resources. Appropriate programs must be designed for both educational administrators and specialists in educational public information. Student interest must be stimulated and supported. Interest in and techniques for improving in-service personnel need to be explored. In all, research is needed to point the way and to measure success.

Action to improve educational public information services must be rooted in a new conceptualization of the entire field. As a point of beginning, the following premises are proposed:

1. Educational public information is a necessary and legitimate function in a democratic society.
2. Expert professional personnel, specialized beyond the generalist level in either journalism or education, are required.
3. Chief educational officers and heads of school programs need orientation by experts to help them develop commitments, understand requirements, and plan for appropriate programs and personnel.
4. Relationships with commercial mass media should focus on ways to get information through to the various plural publics and, conversely, on ways to help the people make their views known to school officials.
5. Comprehensive approaches should include the co-operation of all — the total resources of institutions of higher education, members of the education and

communication professions, government agencies at local, state, and national levels, and philanthropic foundations.

6. Research is essential in providing direction, in refining programs of preparation, techniques of communication, and the selection of personnel, and in defining and resolving questions that are vital to the schools and the people.

To advance interest, participation, and quality of effort in the field of educational public information, it is recommended that the following positive steps be taken by appropriate agencies and institutions.

1. With such help and cooperation from other agencies as may be needed and desirable, Project Public Information should plan and hold a national conference of selected leaders and experts in different aspects of public information. Its purpose should be to review the present state of neglect in this field and to project plans for improvement. Conceived is a relatively small working group with representation from preparing institutions, state departments of education, practicing school administrators, professionals in the field of education and the various media of communication, the United States Office of Education, philanthropic foundations, and other interested bodies or individuals. Papers prepared in advance by qualified experts should define problems and project possible alternatives as a basis for conference deliberations. Information and recommendations developed by the conference group should be given nationwide distribution.

2. Selected institutions should be encouraged to develop pilot programs to prepare personnel for educational public information, including appropriate emphases for school administrators. These institutions should be representative of the strongest interest, emphases, and commitments already existing, and appropriate attention should be given, where possible, to geographical representation and leadership available. Possibilities for interdisciplinary cooperation within institutions and for partnerships with state departments of public instruction and communications media might well be considered in the choice. Participating schools should be encouraged to pioneer, to test new approaches, to develop new sources and allocations of resources, and to establish inter-

agency relationships that are both functional and productive.

3. Government agencies, philanthropic foundations, commercial mass media, as well as schools and institutions of higher learning should be encouraged to provide support and leadership for the improvement of educational public information services. Press, radio, and television agencies ought to initiate experimental approaches to improve communications between schools and the public. Positive action might well be taken by such organizations to improve the use of public service time and space.

4. Educational public information should become a career field for specialists in various aspects of communication. Both educational institutions and commercial agencies can advance this objective by defining positions, by recognizing and rewarding leadership in this field, and by providing scholarship assistance to those preparing for such work.

5. Programs of research on educational public information should be encouraged. They should measure the effectiveness of various approaches and identify and analyze the problems that relate to the field.

In brief, then, the present survey documents the neglect of educational public information as a field of graduate study. While a number of instructional efforts seem to be under way, they are generally backed by a minimum of support in the form of financing, facilities, and faculty commitment. Equally serious is the poor deployment of faculty talent. For example, most educators learn about public information from other educators, not from specialists in communication.

Specialists in education and communication, so long insulated from one another, must contribute to a new conceptualization of educational public information, making it an attractive field for careers and recognizing it as a fertile field for research and scholarship. Such a synthesis will require commitment, expressed in concrete terms by school and media executives as well as universities and funding agencies. Then it may be hoped that the democratic obligation and the practical necessity for improved educational public information can be met.



***"A foremost object is to achieve a precise match
between what is happening and what the public
thinks is happening."***

Appendices

Cover Letter	pages 55-56
Copy of Questionnaire	pages 57-59
Institutions Queried	pages 60-61

NORTHWESTERN UNIVERSITY

EVANSTON, ILLINOIS 60201

THE SCHOOL OF EDUCATION

December, 1966

Dear Dean:

Handling public information is considered to be one of the most sensitive and difficult problems educational administrators face. Yet most practitioners in school administration report that they received little preparation in this area during their graduate study.

To improve the quality and effectiveness of public information in education, the United States Office of Education has established a nationwide program of research, demonstration, service and training. Its headquarters are located in the State Department of Public Instruction, in Madison, Wisconsin, the agency under contract for the work. Dr. Richard Gray, on leave from the faculty of the Medill School of Journalism, Northwestern University, is the Director of the Project; Mr. James Scotton, formerly Director of University of Wisconsin News and Publications Service, is Associate Director.

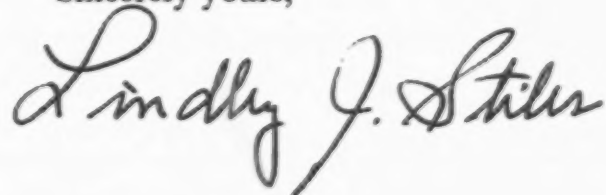
For this national Project Public Information I am seeking to learn what is now being done — or anticipated to be initiated — by universities to orient educational administrators in this field. My personal involvement in this phase of the program is the result of a long-term professional interest and experience in developing training programs in two schools of education — at the Universities of Virginia and Wisconsin.

I start with two assumptions. The first is that such efforts as exist to prepare educational administrators for effective leadership in public information will be sponsored by either schools of education or schools of journalism — or by both, likely in cooperation. The second presumes that institutions which offer two years of graduate preparation for educational administration are the ones most likely to be involved and effective.

This step to identify practices and potentialities is considered by the National Project staff as a first phase of a long-range program. Others will involve the designing and testing of model programs of public information in schools and the development and dissemination of appropriate training programs for prospective and practicing educational administrators.

Your assistance in providing information about your school and institution is vital to advancing the quality of public information about education. In return for your help, I will send you a report on what I learn to be the total situation nationally.

Sincerely yours,

A handwritten signature in cursive script that reads "Lindley J. Stiles". The signature is fluid and elegant, with the first letters of each word being capitalized and prominent.

Lindley J. Stiles
Northwestern University

Survey Questionnaire

Part I General Information

1. Person Responding Title
2. Name of Institution
Address
3. Size of Enrollment
 - 3.1 Undergraduate
 - 3.2 Graduate
4. School or Department Replying
 - 4.1 Education
 - 4.2 Journalism
5. Size of Enrollment of School or Department
 - 5.1 Undergraduate
 - 5.2 Graduate
6. Number of Students Majoring in Educational Administration in the Two-Year Program
7. Number of PhD Candidates in Educational Administration

Part II Present Program in Public Information for Educational Administrators

1. Do you offer a graduate degree program which provides a major or minor in public information for:
 - 1.1 Those preparing to serve as school administrators?
 - 1.2 Those preparing to serve in specialized appointment as public information officers in school systems?
2. How many courses in public information are offered to students of educational administration?
 - 2.1 Please list titles below:
3. How many units in public information are now incorporated into general courses for educational administrators?
 - 3.1 Are special lectures and/or guest lectures made a part of these general courses?
 - 3.2 Are conferences in public information techniques held on campus for area school administrators?
4. Check those types of student assistance which you offer for the study of educational public information.
 - 4.1 Fellowships
 - 4.2 Scholarships
 - 4.3 Research Assignments
 - 4.4 Internships
5. Is the amount of student assistance adequate?
6. Sponsorship of courses and/or degree programs in educational public information is by the:
 - 6.1 School of Education only
 - 6.2 School of Journalism only
 - 6.3 Schools of Education & Journalism jointly
7. The program involves:
 - 7.1 Academic year
 - 7.2 Summer session
 - 7.3 Extension
 - 7.4 A combination of the above
8. What future plans do you have for coursework or degree programs?
 - 8.1 Additional lectures or units in established courses
 - 8.2 New courses
 - 8.3 Addition of a degree program
 - 8.4 No changes

9. Are members of your faculty presently engaged in research projects in public information for school systems?
 - 9.1 How many faculty members are thus involved?
 - 9.2 How are these projects supported?
 - 9.21 Institutional funds
 - 9.22 Federal or state funds
 - 9.23 Private funds—foundations or individuals
 - 9.3 Is additional financial support needed?
10. Do members of the faculty of your department feel that sufficient emphasis is given to educational public information programs for training administrators?
 - 10.1 If not, what increases are favored?
 - 10.11 Degree programs
 - 10.12 Additional specialized courses
 - 10.13 More emphasis in general courses
 - 10.14 Greater use of special lectures or conferences
11. Co-operative relationships are maintained with
 - 11.1 State department
 - 11.2 Educational administrators in the field
 - 11.3 Press
12. Resources for programs in educational public information
 - 12.1 Faculty full-time equivalent involved
 - 12.2 Budgetary commitment for the program, if ascertainable
 - 12.3 Student interest level
 - 12.31 High
 - 12.32 Medium
 - 12.33 Low
 - 12.4 Instructional materials and equipment
 - 12.41 Abundant
 - 12.42 Adequate
 - 12.43 Minimal
13. Is your school or department interested in participating in any of the following?
 - 13.1 Pilot or field testing programs for educational administrators
 - 13.2 Training specialists in educational public relations
 - 13.3 Research
 - 13.4 Regional conferences
 - 13.5 Summer institutes
14. Is there a demand from school administrators in your area for in-service training in educational public information?
 - 14.1 Demand for courses?
 - 14.2 Demand for conferences?
 - 14.3 Demand for consultant help?

Institutions Queried

- | | |
|-------------------------------------|----------------------------------|
| 1. Alabama, Univ. of | 34. Florida, Univ. of |
| 2. *Alaska, Univ. of | 35. *Fordham University |
| 3. *American University | 36. George Peabody College |
| 4. *Arizona State Univ. | 37. George Washington University |
| 5. *Arizona, Univ. of | 38. Georgia, Univ. of |
| 6. Arkansas, Univ. of | 39. *Glassboro State College |
| 7. Auburn University | 40. Harvard University |
| 8. *Ball State University | 41. *Hawaii, Univ. of |
| 9. Baylor University | 42. Houston, Univ. of |
| 10. Bowling Green University | 43. Howard University |
| 11. Boston College | 44. *Idaho, Univ. of |
| 12. *Boston University | 45. *Illinois, Univ. of |
| 13. Bradley University | 46. Indiana State Univ. |
| 14. *Brigham Young University | 47. *Indiana University |
| 15. Butler University | 48. *Iowa, State College of |
| 16. California, Univ. of (Berkeley) | 49. Iowa State University |
| 17. *California, Univ. of (L.A.) | 50. *Iowa, Univ. of |
| 18. Catholic Univ. of America | 51. *Johns Hopkins University |
| 19. *Central Michigan University | 52. Kansas State College |
| 20. Central Missouri State College | 53. Kansas State Teachers |
| 21. *Chicago, Univ. of | 54. Kansas, Univ. of |
| 22. Cincinnati, Univ. of | 55. *Kentucky, Univ. of |
| 23. *Claremont University | 56. Kent State University |
| 24. *Colorado State College | 57. Louisiana State University |
| 25. *Colorado, Univ. of | 58. Louisville, Univ. of |
| 26. Columbia University | 59. *Loyola University |
| 27. *Connecticut, Univ. of | 60. Maine, Univ. of |
| 28. Cornell University | 61. Maryland, Univ. of |
| 29. Delaware, Univ. of | 62. Miami University |
| 30. *Denver, Univ. of | 63. *Miami, Univ. of |
| 31. Dropsie College | 64. Michigan State University |
| 32. Duke University | 65. *Michigan, Univ. of |
| 33. *Florida State University | 66. Minnesota, Univ. of |

- | | |
|--|-------------------------------------|
| 67. Mississippi, Univ. of | 100. St. John's University |
| 68. *Missouri, Univ. of (Columbia) | 101. *St. Louis University |
| 69. *Missouri, Univ. of (Kansas City) | 102. South Carolina, Univ. of |
| 70. Montana State University | 103. South Dakota, Univ. of |
| 71. *Montana, Univ. of | 104. *Southern California, Univ. of |
| 72. *Nebraska, Univ. of | 105. *Southern Illinois, Univ. of |
| 73. Nevada, Univ. of | 106. Southern Miss., Univ. of |
| 74. *New Hampshire, Univ. of | 107. Springfield College |
| 75. *New Mexico, Univ. of | 108. Stanford University |
| 76. New York, State Univ. of (Albany) | 109. Syracuse University |
| 77. New York, State Univ. of (Buffalo) | 110. *Temple University |
| 78. *New York University | 111. *Tennessee, Univ. of |
| 79. North Carolina, Univ. of | 112. Texas Technical College |
| 80. North Dakota, Univ. of | 113. *Texas, Univ. of |
| 81. North Texas State University | 114. *Toledo, Univ. of |
| 82. Northern Illinois University | 115. Tulsa, Univ. of |
| 83. *Northwestern University | 116. *Utah State University |
| 84. Notre Dame, Univ. of | 117. Utah, Univ. of |
| 85. *Ohio State University | 118. Vermont, Univ. of |
| 86. Ohio University | 119. *Virginia, Univ. of |
| 87. Oklahoma State University | 120. Washington University |
| 88. *Oklahoma, Univ. of | 121. *Washington, Univ. of |
| 89. Oregon State University | 122. *Washington State University |
| 90. *Oregon, Univ. of | 123. *Wayne State University |
| 91. Pacific, Univ. of the | 124. Western Michigan University |
| 92. Pennsylvania State University | 125. Western Reserve University |
| 93. Pennsylvania, Univ. of | 126. *Western State College |
| 94. *Pittsburgh, Univ. of | 127. *West Virginia University |
| 95. *Portland State College | 128. *Wisconsin, Univ. of |
| 96. *Purdue University | 129. *Wyoming, Univ. of |
| 97. Rhode Island State College | 130. Yale University |
| 98. Rochester, Univ. of | 131. Yeshiva University |
| 99. *Rutgers State University | |

* Institutions returning questionnaires

Institutions returning postcards or letters

Institutions queried but not responding

Production Note

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